

Friendship

Session 5

TIME

90 min.
including
break



Art of learning

THEME

3



WARM UP: NUMBER GROUPS

This will happen:	The group should get used to listening to instructions as they move. In groups of numbers, students talk and make still images about trust and security.
Materials needed:	
Preparations in advance:	
Preparations:	
The space looks like this:	Open space.

GUIDANCE:

1. The class walks around the space. Use the whole room. Everyone walks on their own without touching anyone else. Adjust pace, gaze direction, relaxing the shoulders, keeping hands out of pockets, using friendly instructions. Focus on using the whole space, not bumping into each other, not walking in circles.
2. Increase the difficulty: Go quicker but without colliding and introduce eye contact, smiles and saying hello with the others in the room.
3. Then say a number, and students form a group with that number of participants, as soon as possible. (Stress the speed to get everyone to find people close to them, avoiding people from 'choosing' group members.)
4. When a number is spoken, students go into groups. The students will discuss in the group:
 - a) **What is trust? What does it mean to 'trust someone'?** Discuss in their groups. Do they agree? Listen to what the groups have discovered.
Repeat bullet point no. 3, to form a new group. In the new group they will discuss:
 - b) **Create a freeze frame with the heading 'trust'.** What might that image look like?
Create a picture together.
Repeat bullet point no. 3, to form a new group. In the new group they will discuss:
 - c) **Why is it important to feel safe? What happens if they're not safe? Create two images: Safe and unsafe.** Ask all groups to show their images together, using a clap to transition to the next image (as Day 1).
5. Whole class reflection: What did they come up with in their group?

REFLECTION: MIND READERS

This will happen:	By reading each other's thoughts working in pairs, the students reflect on being/not being a good friend, and about trust and security.
Materials needed:	
Preparations in advance:	
Preparations:	
The space looks like this:	Open space.

GUIDANCE:

1. Divide students into pairs making them different from those earlier in the week.
2. Couples can find a place in the room they want to start from. Do not spend too much time on this, help anyone who finds this difficult.
3. Invite students to stand next to each other. They should have a body part connected.
4. Ask if everyone is okay. If everyone is okay, they can start walking – slowly.
5. Tell them to now transfer thoughts to each other. It's not easy and it can take a long time to get it right. It can help to be tight and have body contact.
6. Let's start. The smallest person in the pair starts by thinking about when in the session they felt like a good or bad friend to someone else. They need to choose either good or bad, and only one thought. It's important that they only think about that one thing and think as hard as they can. Try to push the thoughts out of their head into the head of their partner. When the 'thinker' is ready/has finished thinking, they give a clear nod of their head to their partner. Then it's the other partner's turn. Extension: Ask an additional question (about trust/confidence) from the session, in the same way.
7. Ask the pairs to discuss and guess what the other was thinking. Did they understand whether their partner was thinking about a time they felt good, or a time they felt bad?
8. Common reflection: What was it like to walk and transfer their thoughts? Was it easier or harder? Why? How can they get better at transferring thoughts? Ask for advice and tips from the group.

NOTES

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MAIN ACTIVITY: HOW TO BE A GOOD FRIEND (CREATE TRUST AND SECURITY IN CLASS)

This will happen: The students will learn about trust and safety through exercises in pairs and in groups.

Materials needed: A stack of A4 sheets, one blindfold for each group for part 3: The Bomb.

Preparations in advance:

Preparations:

The space looks like this: Open space.

GUIDANCE:

1. Seeing each other – MIRRORING

1. Start by talking about today's topic: How to be a good friend? Today they're going to rehearse it.
2. Ask the group to line up in two lines, directly facing each other.
3. All the students on the right row are mirrors. Everyone on the left row are people looking in the mirror. They have to stand, facing their mirror through the whole exercise (not moving around in the space).
4. Show an example before everyone starts.
5. After a little while, the students swap roles, so that those on the right row become people, and those on the left are now mirrors.

Remember to make gentle movements, and do not imitate any sounds.

EXTENSION: The person could create different facial expressions/different emotions that the mirror should reflect.

EXTENSION 2: The mirror has different emotions. The mirror is in love with the person. The person being the mirror should imitate the movements, but also show that they are in love with the person in front of the mirror. Further ideas: The mirror is angry at, mocking, making fun of the person in front of the mirror.

REFLECTION: What was it like to do this? When did it (if it did) become difficult? What was it like to follow when they were the mirror? How do they normally see/look at each other? Did they see/look in a different way in this exercise?

2. Trust and safety – FALL/CATCH

1. Demonstrate first. Two people hold onto each other with a tight grip (see photograph below) - one person falls backwards and the other two catch them.
2. Conversation: What does it take for this to be done safely? Let the students provide answers. Stop and discuss [Elaborate around the following concepts]:
 - a) Trust – confidence in each other (trust can be easy to lose)
 - b) Stop the person from falling (be a good friend who can be trusted)
 - c) Being serious (keep focused, don't let go. It often feels scary and making jokes about it can make it feel unsafe)

3. Make groups of three.

The task is done collectively – one group at the time, everyone else watches. (Ensure that everyone takes it seriously).

Group reflection: How did this go? Did it feel safe to fall into the arms of the others?

4. Trust and security – THE BOMB

1. Spread A4 sheets on the floor, the sheets are bombs.
2. Divide into at least 4 groups. Each group lines up behind a line.
3. The first person in each line is blindfolded.
4. The group will now guide the blindfolded person past the bombs, only using spoken communication (not guiding physically).
5. The adult will tell them when the bomb explodes. If that happens, the student has to go back behind the line.
6. The adult can give simple tips on how to communicate better but try to let the students find better ways themselves.
7. The goal is to get the whole team over to the other side.
8. The challenge is that there will be a lot of sound from all parts of the room and the person who is blindfolded will have trouble understanding who is talking to them.
9. Students must find ways to communicate with each other without shouting.

NOTES